SMART Targets 8th Grade – Cycle 5, Unit 1  
“Harriet Tubman: Conductor on the Underground Railroad” (p. 151-162)

Unit Dates: Wednesday May 3-Tuesday, May 16, 2017

On-going

1. Comprehension questions from biographical article (p. 2 of packet – CLASSWORK grade)
2. Writing Task: Harriet Tubman Hall of Fame induction speech (p. 3 of packet – TEST grade)
3. Language Tasks: Critical Vocabulary/Vocabulary Strategy p. 165; Language Conventions p. 166 (CLASSWORK grade)
4. Close Reader: “A Mystery of Heroism” p. 49-62 (CLASSWORK grade)

Assessment (in-class)

1. Vocabulary Quiz (QUIZ grade)
2. Analyzing the Text p. 164 #1-4 (CLASSWORK grade)
3. Comprehension Test (TEST grade)

Extension Activities (“Homework”)

* iReady activities (i-ready.com) minimum 45’ per week

8th Grade ELA Comprehension Questions

Collection 3: “Harriet Tubman: Conductor on the Underground Railroad” by Ann Petry

(p. 151-162)

Targeted completion date: A - Tuesday, May 9; B – Wednesday, May 10

Day 1 – lines 1-176, p. 151-156

1. ANALYZE TEXT – BIOGRAPHY: A **biography** is a true account of a person’s life that is told by someone other than the subject. **Re-read lines 1-6 (p. 151).** **What is revealed about the subject discussed in these lines?** (RI.1.3, RI.2.5)
2. ANALYZE TEXT – BIOGRAPHY: Characterization, the revealing of what a person is like, includes information about the character’s thoughts and feelings. **Re-read lines 71-78 (p. 153). How does Tubman seem to deal with feelings of fear?** (RI.1.3)
3. ANALYZE TEXT – BIOGRAPHY: In this article, the author provides historical information about people and places on the Underground Railroad. **Re-read lines 132-148 (p. 155). Identify details that explain the connection between Tubman and Thomas Garrett. Based on these details, what is Tubman’s view of Garrett?** (RI.1.3)

Day 3 – lines 177-364, p. 156-162

1. ANALYZE STRUCTURE: An author’s careful word choice may have an emotional impact on the reader. **Re-read lines 240-243 (p. 158). Identify words that describe the Middle Passage. What is the impact of the author’s word choices in this paragraph?** (RI.1.1, RI.2.4, RI.2.5)
2. ANALYZE STRUCTURE: After the incident in which Tubman threatens to shoot the runaway, the group seems to have changed its view of her. **Re-read lines 261-268 (p.159). Identify a sentence that expresses the fugitives’ changed attitude**. (RI.1.1, RI.2.4, RI.2.5)
3. ANALYZE STRUCTURE: On page 161, Tubman describes what Canada is like and contrasts it to her home in Maryland. **Re-read lines 322-335 (p. 161). Identify details that develop this contrast**. (RI.1.1, RI.2.4, RI.2.5)

Franklin Academy Boynton Beach

Grade 8 ELA Formal Writing Task

Cycle 5, Unit 1: “Harriet Tubman: Conductor on the Underground Railroad” (p. 151-162)

**Assignment**: Biographical Writing – “Hall of Fame” Induction Speech

**Mode**: Formal Writing Portfolio

**Date of Assessment**: A – Monday, May 15; B – Tuesday, May 16

**Task**: Imagine that Harriet Tubman will be honored at a “Hall of Fame” for those who fought slavery. Using information from the text as well as outside sources, in a five-paragraph essay, prepare an induction speech explaining why she was heroic. Consider the following:

1. What kind of person was Harriet Tubman?
2. What was Tubman’s motivation for bringing enslaved people to freedom?
3. What examples demonstrate Tubman’s heroism?
4. How do historians judge Tubman’s impact on the quest for freedom prior to the Civil War?

**Plan**: Review text for evidence

* Introduction – Provide some background information on Harriet Tubman, state as your central idea her worthiness of being honored, and list the qualifications that make her deserving of induction.
* Topic 1/2/3 – Identify three different reasons why Tubman should be inducted and provide examples of each. .
* Conclusion – Re-emphasize her worthiness of being inducted. Reflect on and re-state any heroic examples.

**Research:** Use the text article “Harriet Tubman: Conductor on the Underground Railroad” and any outside sources you wish to use. Identify and present three specific reasons for her being honored.

**Draft:** Write your essay

**Review**: Check your work

**Purpose, Focus & Organization (4 marks)**

* Have you focused on selecting key details that demonstrate to the reader Tubman’s worthiness for receiving this honor?
* Have you used transitional words to link writing?
* Does your writing follow a logical structure?

**Evidence and Elaboration (4 marks)**

* Have you presented enough reflection to illustrate to the reader Tubman’s worthiness for induction?
* Have you elaborated clearly on each reason so that the reader can clearly understand the heroism involved?
* Have you used formal and technical vocabulary and explained any specific terms your reader might need to know?
* Do you have a variety of sentences?

**Conventions (2 marks)**

* Have you followed the conventions of the English language? Check spelling, punctuation, sentence structure, and vocabulary choices to ensure your writing is accurate.

Your draft must show evidence of your own review and teacher revisions.

**Revised copy**: an amended final version

**Reflection**: A short reflection on how you worked through the writing process and the quality of your final piece.